

## ART AND DESIGN AUDIT TOOL

Principles (unique contribution to general education)	Curriculum (knowing what: knowing how: knowing why)	Pedagogy (how to learn: how to support learning)	Assessment (how to evaluate learning)	Assessment (how to evaluate teaching)
<p>Art, craft and design embody personal expression, cultural understanding and creative responses to our world. The art, craft and design curriculum should prepare young people for work and leisure in the twenty-first century, building on experience and knowledge of our rich heritage and broad cultural understanding.</p> <p>Art, craft and design in general education is about experience, ideas and making: making sense, making meaning, making things and making things happen.</p> <p>The art, craft and design curriculum embodies ways of knowing that link cognitive, affective and practical modes of thinking. It provides pupils with the means to understand the world, to explore their relationship with it, to think about it, to express ideas about it, and to shape it anew.</p> <p>The art, craft and design curriculum not only provides opportunities for learning from the past (our artistic and</p>	<p><b>Why</b></p> <p>The art, craft and design curriculum is based on humans' capacity stretching back to pre-history for representing and shaping their world. It is as much about <i>how</i> young people learn as <i>what</i> they learn. It is important for them to know <i>why</i> they learn, and what they might use their learning <i>for</i>.</p> <p><b>How</b></p> <p>The curriculum allows for learning <i>about</i> art and learning <i>through</i> creating art; for learning <i>about</i> craft and learning <i>through</i> craft making; for learning <i>about</i> design and learning <i>through</i> designing.</p> <p>The curriculum is experience and action-based. Artistic skills can only be developed through creating art; craft skills can only be developed through making; design skills can only be developed through designing.</p> <p><b>What</b></p> <p>The art, craft and design curriculum is about developing our capacity to learn, to think and to do things. It is dependent upon modelling (symbolic representations) using visual, spatial, kinaesthetic and haptic modes of study.</p>	<p><b>Pupils</b></p> <p>Pupils should have first-hand experience of art, craft and design. They should have opportunities to access, learn about and engage with examples of historical and contemporary art, craft and design in a range of cultural contexts. The aim is to <i>extend their experience and deepen their understanding</i>.</p> <p>Through purposeful making and doing, pupils should experience a range of modes of learning – visual, spatial, haptic and kinaesthetic. The aim is <i>to learn how to learn</i>.</p> <p>Pupils should engage in a variety of artistic, craft and design processes involving exploration, investigation, experimentation, play, generating, developing and refining ideas, expressing, presenting and communicating ideas, thoughts and feelings.</p> <p>Pupils should experience learning in art, craft and design that involves challenge, risk-taking and unpredictable outcomes.</p> <p>Pupils should have sufficient time to practise skills in handling materials, media, tools and</p>	<p>The curriculum is not linear and sequential: it is iterative and spiral. Assessment should be holistic, taking account of various interactive and interdependent elements.</p> <p><b>Breadth and balance</b></p> <p>What range of learning opportunities are offered? What range of skills, techniques, media, technologies does each pupil experience?</p> <p>Are tasks, exercises, assignments and projects set that have specific learning objectives? What is the level of challenge?</p> <p>What range of opportunities do pupils have to create art or craft, or engage in design activity? Is there a balance between art, craft and design? What opportunities are there for self-expression, personal development or social engagement?</p> <p>Are pupils able to exercise their powers of imagination and invention?</p> <p>Are pupils able to discuss and critique their own work and that of others?</p>	<p>What range of strategies do teachers use to support learning? What inspiration, prompts, frameworks and scaffolding do they provide to structure learning experience? How is learning negotiated with pupils?</p> <p>How do teachers create the conditions for effective learning? In what ways do they provide experience of art craft and design? What kinds of resources do they use to support learning? In what ways do teachers model the good learner?</p> <p>What strategies do teachers put in place for reflection and review of their own practice? Do they engage in peer review?</p> <p>Bodies of knowledge and skill sets are constantly changing. How do teachers keep their subject knowledge up to date in relation to art, craft and design? How do they upgrade their professional knowledge and skills through continuing professional development? In what ways do teachers create new learning opportunities, develop new approaches and reinvigorate their teaching?</p>

## ART AND DESIGN AUDIT TOOL

material cultural heritage of images, artifacts and places), but also allows for anticipating and responding to change in the future.

The art, craft and design curriculum contributes to young people being visually literate, so that they are able to read, interpret and construct meaning from signs, symbols, codes and conventions used in works of art, craft and design, including texts, screen and web-based media forms, and are able to use these in their own work.

The significance of art, craft and design within the curriculum is not about making images, artifacts and designs that accord with adult expectations and preconceptions, but about learning how the world and its objects can be shown, represented and shaped.

The art, craft and design curriculum fosters aesthetic awareness, artistic and design sensibility, understanding and skills. It nurtures intellectual curiosity and contributes to intellectual development, practical knowledge and emotional intelligence. It links

The art, craft and design curriculum develops the capacity for different kinds of thought, both cognitive and affective, convergent and divergent: e.g.

- analytical
- reflective
- interpretative
- logical, deductive
- imaginative, inventive,
- speculative, hypothetical

The art, craft and design curriculum develops not only perceptual and analytical skills, but also fosters the ability to visualize, nurturing powers of imagination, invention, innovation and creativity, using techniques such as adaptation, appropriation and transformation.

### Critical thinking

The curriculum is heuristic, with pupils making discoveries and solving problems themselves, developing confidence and skills in investigation and experiment, developing ideas through handling and manipulating materials, media, tools and technologies: e.g.

- 2D (e.g. drawing (manual and digital) painting, illustration, graphic design, fashion design, textiles)

- 3D (e.g. ceramics, jewellery, sculpture, architecture and environmental design)

- Photographic, digital, animation, games and web design, moving image media.

technologies to develop confidence and competence in their use.

Pupils should have opportunities for transfer and consolidation of knowledge, understanding and skills to other curriculum areas.

Pupils should have opportunities for individual work and independent study, as well as collaborative study in group work.

Pupils should have first-hand experience of art, craft and design and opportunities to engage with artists, craftspeople and designers. Engagement with understanding of the creative, design and media industries and an understanding of their role in the global economy are important in the study and practice of the subject.

### Teachers

Teachers need to provide inspiration, stimulation and support for all pupils in relation to age, development, gender, ability, cultural and ethnic considerations.

Teaching needs to address relevance, engagement, motivation and the particular interests of learners, while also extending pupils' experience and deepening their knowledge of art, craft and design.

What is the potential for transfer of knowledge and skills to other areas of the curriculum?

### Relevance

Do pupils use materials, media, tools, technologies and forms of expression and communication appropriate to their intentions, subject matter and audiences?

What questions and purposes underpin learning activities? Is the work derived from pupils' lived experience, aspirations, imaginings and inventions, or from the teacher's vision? What ownership do pupils have of the ideas?

Does subject matter and learning activities relate to pupils' needs? Do they take account of cultural context, age and gender? Do they involve individual and group work? Do they require independent study?

### Continuity, progression and development

What strategies do teachers use to review pupils' work? What are the criteria for evaluating pupils' work? Is assessment formative or summative, or both? Do assessments of pupils' work take account of the learning process as well as the products? Do they differentiate learning outcomes?

### Managers

Is the art, craft and design curriculum available for all pupils?

How well is the art, craft and design curriculum resourced? (teachers, time, funding, renewable materials, equipment, services).

What proportion of curriculum time is allocated to art, craft and design?

Are there formal or informal links with other departments? How easy is it to facilitate multi-disciplinary or inter-disciplinary collaboration?

What provision is made for departments to create working contacts with individuals and organisations outside school to support learning and teaching?

How easy is it for teachers to arrange learning opportunities for pupils outside school?

## ART AND DESIGN AUDIT TOOL

the inner world of memory and imagination with the outer world of lived experience and objects.

Art, craft and design embody cultural values. The art, craft and design curriculum is a key contribution to cultural education. It contributes to personal and social development. It offers opportunities to reflect on spiritual, moral and social issues.

Boundaries between art, craft and design are dissolving, so individual projects can involve a combination of materials and technologies.

Working with a variety of materials, media, tools and technologies arouses pupils' curiosity, provides intrinsic motivation that produces sustained concentration and pride in accomplishment, creating a greater capacity for self-motivation and developing skills as a learner.

The art, craft and design curriculum nurtures capacities for appreciation, discrimination, making choices, decisions, and informed value judgements about quality in relation to artworks, craft and design.

Teachers should encourage conversation, discussion, critique and debate about pupils' own work, and about the work of artists, craftspeople and designers.

Teachers should know the work of a wide range of artists, craftspeople and designers, and incorporate references to these in their teaching.

Teachers should be aware of high quality educational resources and be able to develop their own.

The best teachers are those who see teaching as a creative process, can articulate their own ideological assumptions and are aware how these may affect their teaching.

What evidence is there that pupils build on previous knowledge and skills?

What do pupils understand, think or believe now that was not possible before?

What knowledge do pupils gain? What do they know now that they did not know before?

What skills do pupils develop? What can they do now that they could not do before?

What is evidence of increasing persistence in research and investigation, confidence in experimentation, ability in developing and refining ideas or competence in communication?

In what ways have pupils' engaged with new intellectual challenges?

In what ways have pupils demonstrated ability to deal with more sophisticated levels of understanding?

In what ways does pupils' work show increasing complexity and depth of study?

In what ways do pupils show a growing understanding of context?

In what ways do pupils display a greater capacity to learn and an increased love of learning?
